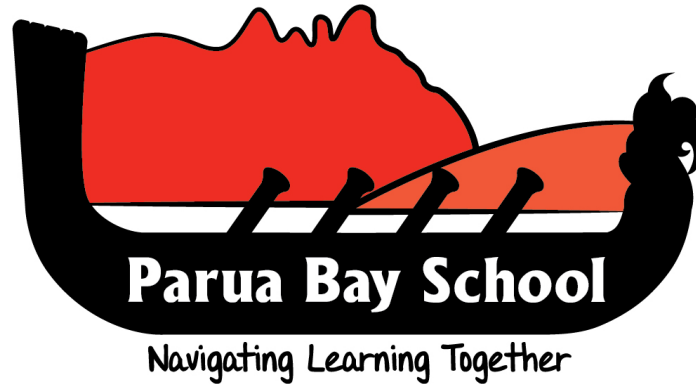


SCHOOL CHARTER 2023



OUR VISION:

“Navigating Learning Together”

OUR VALUES

Relationships <i>Whanaungatanga</i>	Respect <i>Manaakitanga</i>	Resilience <i>Mātatoa</i>	Responsibility <i>Tūtika</i>
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PURPOSE OF OUR CHARTER

Our school Charter is used as a guiding document for all stakeholders to provide a literal and visual description of how we intend to make progress towards goals and targets as set out in our Strategic and Annual Plan sections of this Charter.

Each of the school's values are specifically taught throughout the school to become more embedded within our school culture. This includes exploring values each term during assemblies, Whanau time and tīmatanga. Certificates will be awarded to students throughout the year during assemblies recognising “Excellence” in all areas of the curriculum.

ABOUT PARUA BAY SCHOOL AND ITS COMMUNITY

Our school is a co-educational state full primary school, catering for Years 1 to 8, approximately 25km east of Whangarei, situated in a coastal community and finished 2022 with a roll of approx 320 students. Previously a ‘Decile 9’ school, we have an Equity Index of 426.

Families are regularly moving into the Parua Bay area from overseas and Auckland, population growth predictions are set to continue for at least the next 10 years. The school has experienced substantial construction work - Te Akonga, a four-classroom modern learning environment, was opened in 2017. A ‘state of the art’ eight classroom, Admin and Library block, Te Kupenga o Te Mātauranga, was completed and ready for use in Term 2 2021 along with new car parking and ‘drop off’. An all-weather pitch was completed in 2022. New perimeter fencing, a Waharoa, pump track and additional shade areas are due for completion in 2023.

Within the school’s current physical boundaries there is a hall, administration block, several classroom blocks, hard covered courts, playgrounds, sandpits, library, swimming pool and sports fields. The school has a pathway linking it to our Enviro area and the local estuary, making it a haven for various flora and fauna. A community sports field will also be completed adjacent to the School in 2023. A Play Centre, Day Care and Kindergarten are located close to school. Parua Bay School also hosts before- and after- school care provision.

In the school’s community there are a number of retail and service outlets including doctor’s surgery, café, liquor store, supermarket, Tavern, bakery, hairdressers, beauty therapy and service station. The community also has a child day-care facility, gym, as well as sporting, cultural, and social clubs including squash, bowls, golf, badminton, martial arts, soccer, netball, rugby, athletics, yoga, dance, music, gymnastics, fishing, surf lifesaving, fitness classes and equestrian. Parua Bay is in close proximity to several beaches, both swimming and surfing, boat ramps, scenic nature trails, dormant/extinct volcanoes, kiwi habitats, and marine reserves. It is also the gateway to the Whangarei Heads peninsula.

More information about our school can be found on our website at: www.paruabay.school.nz

COMMUNICATION, CONSULTATION AND COMMUNITY INVOLVEMENT

Parua Bay School communication, consultation and involvement is enacted in the following ways:

<ul style="list-style-type: none">● Bi-weekly newsletters (including notification of academic and non-academic achievements, sports results, school events etc)● Gala - Term 1● Student Led Conferences – beginning Term 3● Meetings with local groups for specific purposes● Information evenings● Alternate year Expos and Productions● New Entrant Information meetings & booklet● Whānau Hui● P.T.A. meetings● Board of Trustee meetings. All meetings are open to the public and reported back to the community via the school newsletter● School Surveys● Student and parent ‘voice’ collection around various initiatives● Consultation around students’ Individual Education Plans (IEPs)● Termly visits to local kindergarten and daycare● ‘6 Weeks at School’ meetings	<ul style="list-style-type: none">● Termly Pōwhiri to welcome new students, whānau and staff.● Individual Education Plan reviews with specific parents and staff● Assemblies - recognising academic and non-academic achievements, sports results, award certificates and recognising students displaying school values.● Hero - digital bridge between home and school, messaging, students’ individual goals, achievements● Life Education Trust / NZ Police - Keeping Ourselves Safe & Stop Bullying programmes / Cyber Safety/Health Education● School Camps and trips● Cultural, music, and values’ shows or performances● Specific events, which parents are advised of and encouraged to attend● School website (www.paruabay.school.nz)● Parua Bay School Facebook pages and posts● ‘Open Door’ policy for parents re: teachers and leadership team● Board of Trustee and School surveys● PTA liaison
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The school has a positive relationship with its community and encourages parents to visit and be part of school life.

Our Māori community is part of the communication, consultation, and review process as listed previously.

MĀORI EDUCATION and RESPONSIVENESS PLAN

Parua Bay recognises the unique position of Māori culture in our community and endeavours to provide instruction in tikanga Māori and Te Reo Māori as an integrated process in various aspects of teaching and at set times within our class and school gatherings.

Teachers target aspects of Taha Māori (tikanga and te reo) in curriculum planning. When Public Health measures allow, the school participates in the annual Kapa Haka festivals at the Te Whanga Festival, which rotates between Onerahi, Raurimu Avenue, Whangarei Heads Schools and Parua Bay. The highly active Kapa Haka group participates in additional festivals and supports multiple school events. Parental involvement is encouraged and welcomed. Students enjoy two Kapa Haka groups: a junior group (years 1-4) and a senior group (Years 5-8).

All classes will strive to incorporate up to 3 hours (level 4b) of Te Reo Māori and tikanga Maori, this will include timatanga, (karakia, waiata, mihi,) instruction and pōwhiri. A member of staff provides specific Te Reo and Tikanga. An additional member of staff leads Te Reo resourcing and coaching during staff meetings.

Parua Bay School is an active member of the Māori Achievement Collaborative schools (M.A.C.s), which focus on all aspects of Māori achievement. A key feature of the staff PLD in 2023 will be a 'Relationships First' (Russell Bishop) focus on reducing disparity between Māori and non-Māori learners at Parua Bay School. In 2023 Parua Bay School will build on existing provision of local Māori and Pakeha histories.

The tikanga & Te Reo Māori journey at Parua Bay School has been a successful and ongoing venture with the following benefits arising from it:

- An awareness of bi-cultural nature of New Zealand;
- A high level of commitment to Te Reo Māori in the whole school;
- The normalisation of tikanga Māori protocols (pōwhiri, waiata, karakia) by the whole school;
- Confronting disparities for students, particularly Māori tamariki, through inclusive practices.

COVID-19

For the past three years, Parua Bay School has navigated student learning against a national backdrop of the COVID 19 virus. As a state school, we follow the advice of the Ministries of Health and Education. We have previously followed health mandates and apply measures to reduce COVID risks to students, staff and community. As such, Public Health directives take precedence over any plans, actions or initiatives contained in this document.

STRATEGIC PLAN 2023 - 2025

The overarching objective of the Strategic Plan is to *improve outcomes for all students and particularly priority learners, including Māori tamariki*. This plan will set out the Board of Trustees' objectives and expectations for the next three years and the ways in which the School intends to meet those objectives. This strategic plan is responsive to stakeholder consultation and school needs. **Baseline data** helps to inform our plans.

Summary Baseline Data Last 6 Years - ALL Students

Learning Area	2017 - At/Above (%)	2018 -At/Above (%)	2019 - At/Above (%)	2020 - At/Above (%)	2021 - At/Above (%)	2022 - At/Above (%)
Reading	80	81	84	78	74	83
Writing	74	71	80	80	81	84
Mathematics	79	77	78	75	68	82

END OF 2022 - SUCCESSES	END OF 2022 - CHALLENGES
<p>Reading</p> <ul style="list-style-type: none"> BSLA appears to be having a positive impact on reading (Year 0-2) 9% increase from end of 2021 for students working at/above 10% increase for Maori for students working at/above 10% increase for boys for students working at/above 9% increase for girls for students working at/above 	<p>Reading</p> <ul style="list-style-type: none"> Year 0 -2 have implemented BSLA PLD and have an issue integrating this into the existing assessment framework. E.g. no BSLA benchmarks. Disparity between Maori students and 'all' increased by 1% to 9% 24 boys in Year 3, 5, 7 and 8 not achieving expected level.
<p>Writing</p> <ul style="list-style-type: none"> Maori students working at/above increased by 14% since 2021 to 77% Disparity reduced between Maori and all students by 11% since 2021 84% of students working at/above expected level and 88% of girls. 	<p>Writing</p> <ul style="list-style-type: none"> Boys writing in Years 4-8 is an area of concern with 23 students working below expected levels.
<p>Mathematics</p> <ul style="list-style-type: none"> An increase of 14% from 2021 of students working at/above. An increase of 18% of Maori students working at/above to 74% Disparity between Maori and all students has decreased by 4%. 	<p>Mathematics</p> <ul style="list-style-type: none"> An 8% disparity gap exists between Maori and 'all' students working at/above.

Key questions from the 2022 EOY data:

- How can we improve provision for Māori learners in reading, writing and mathematics, e.g. contexts for engagement, relationships & teaching approaches?
- How can we close the gender gap in writing by raising boys' achievement?
- How can we best target mathematics across the school and particularly in Years 5-8 in 2023?

STRATEGIC GOALS	2023 Initiatives	2024 Initiatives	2025 Initiatives
Grow high quality staff	<ul style="list-style-type: none"> ● Mathematics pedagogy ● Embed reducing disparity ● Review Te Reo provision & impact ● Enhance Localised curriculum ● Respond to EOY data ● Participate in COL PLD where relevant. 	<ul style="list-style-type: none"> ● Review collaborative practice. ● Review staff Te Reo application in classes and impacts on learning. ● Participate in COL PLD where relevant to student and staff needs. 	<ul style="list-style-type: none"> ● Review responses to Student ownership of learning ● Review and refine localised curriculum ● Review impacts on reducing disparity and future direction ● Respond to EOY data
Grow learner engagement	<ul style="list-style-type: none"> ● Continue to strengthen student engagement, wellbeing and self-awareness of learning needs. ● Review student voice, power sharing and actions. 	<ul style="list-style-type: none"> ● Review the 'Parua Bay Way'. ● Continue to strengthen student choice, self-awareness and wellbeing. 	<ul style="list-style-type: none"> ● Student ownership of learning
Grow community engagement	<ul style="list-style-type: none"> ● Parental Survey & feed into Strategic Plan. ● Hui ● localised curriculum aspirations 	<ul style="list-style-type: none"> ● Review school values with the community. ● Review localised curriculum and whanau expectations. 	<ul style="list-style-type: none"> ● Evaluate how well the school meets parental aspirations.
Develop an inspiring school environment	<ul style="list-style-type: none"> ● Pump track ● Seating, Sun Shade, Waharoa ● 'Outdoor Classroom' new location ● Enviroschool practises school-wide 	<ul style="list-style-type: none"> ● Wild area/outdoor classroom/beach environ - better use? ● Enviroschool evaluation and actions 	<ul style="list-style-type: none"> ● Maximise Enviroschool and STEAM opportunities

2022 - '24 Planned Time Frames for Strategic Plan - Goals and Initiatives

Initiatives for Goal 1: Grow High Quality Staff:	2023				2024				2025			
Reduce disparity												
Writers Toolbox & added literacy PLD												
Mathematics Capabilities & tools												
Localised Curriculum												
STEAM/Science/Digi Tech												

Initiatives for Goal 2: Grow Learner Engagement	2023				2024				2025			
Engagement through initiatives including: Co-construction, power sharing, localised curriculum, Feed Back & Feed Forward												
Health & Wellbeing / RSE												

Initiatives for Goal 3: Grow Community Engagement	2023				2024				2025			
Hui, Comms & activities such as: Gala, Hangi, volunteers for Camps												

Initiatives for Goal 4: Develop an inspiring environment	2023				2024				2025			
Pump Track/Pool Seating/												

Shade/Waharoa/ Enviro Space												
Enviro sustainable practices												

<p>‘Business as Usual’ - maintain:</p> <ul style="list-style-type: none"> ● Staff Wellbeing; ● Internal Evaluations of Annual Plan areas by Staff ● Assessment moderation and review of tools ● Appraisal/Professional Growth Cycle ● IEP/Whānau meetings & Student Led Conferences 	<p>Challenges:</p> <ul style="list-style-type: none"> ● Available funds for staffing, e.g. FTTE & TAs ● Number of PLD areas needing attention ● Tapping into local areas of expertise, e.g. localising curriculum, Te Reo provision ● Clear Behaviour and Consequences systems for students/parents/staff
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2023 ANNUAL PLAN

Definition for RAG status (red, amber, green) - a 'quick glance' way to track progress of actions	
	Problems have arisen & need resolving. Unplanned time, money or expertise needed to resolve.
	Action has not started, no additional problems are on the 'radar'.
	Actions are underway.
	Completed or 'business as usual'

Implementation Plan for Goal 1: Grow High Quality Staff						
Initiative 1: Grow teacher capability for reducing disparity & increasing engagement						
Overall Initiative Measures: Reduction in disparity between Māori and non-Māori as measured through OTJs.						
Actions	Start	End	Who?	\$/time	Action Measure	RAG status
Embed 'Russell Bishop' reducing disparity PLD through: <ul style="list-style-type: none"> ● IRIS videoing of practice ● Impact Coaching ● Teachers reflecting on own practice ● Introduction/training of new teacher re: reducing disparity and use of IRIS ● Part 1 and Part 2 used in observations and feedback. 	Feb 2023	Dec 2023	SLT, Impact coaches, Cognition team	TOD 2-3 staff meetings per term 15 reliever days	<ul style="list-style-type: none"> ● Teachers teaching to the 'North East' ● Disparity gap between Maori and Non Maori will continue to close. 	
Targeted Reading PLD: <ul style="list-style-type: none"> ● PLD in structured literacy (science of reading) 	Feb 2023	Dec 2023	Janette Kylie Carolyn	\$1350 to attend course and	Improvement achievement of students working at/below. 2022 results show the following students	

<ul style="list-style-type: none"> Two teachers attend Liz Kane's the code PLD BSLA training through the University of Canterbury for all Years 0-2 teachers and two teacher aids. Track achievement of target students. 				<p>reliever costs.</p> <p>2 staff meetings</p>	<p>working below expected level:</p> <p>Year 5 (8) girls</p> <p>Year 5 (3) boys</p> <p>Year 6 (1) girl</p> <p>Year 7 (6) boys</p>	
<p>Targeted Writing PLD:</p> <ul style="list-style-type: none"> Writers Toolbox PLD (prioritising Year 4-8 staff) including COL ASTs. Teachers implementing Writers Toolbox within their classroom. Request RTLB resourcing for Writers Toolbox software for targeted students (approx 10 students). 	Feb 2023	Dec 2023	Kate Janette RTLB	<p>2-3 staff meetings per term.</p> <p>10 release days</p>	<p>Have less than 40 students working below expected level at the end of 2023.</p> <p>2022 results show the following students working below expected level:</p> <p>Year 4 (7)</p> <p>Year 5 (12)</p> <p>Year 6 (4)</p> <p>Year 7 (12)</p> <p>Year 8 (5)</p>	
<p>Mathematics PLD:</p> <ul style="list-style-type: none"> Embed mathematics collaborative problem solving across the school. Cognition co-teaching with staff. Track targeted students' achievement using the PaCT tool. Embed use of PaCT and moderate results. Reviewing assessment tools including milestones/ expectations within Hero. 	Feb 2023	Dec 2023	Dianne Renay Team Leaders SLT	<p>TOD</p> <p>8 Staff Meetings</p> <p>15 reliever days</p>	<p>Evidence in planning showing collaborative problem solving, shared with team leaders and SLT.</p> <p>Improve results (less students working below expected level). 2022 results show the following students working below expected level:</p> <p>Year 5 (5 girls)</p> <p>Year 5 (5 boys)</p> <p>Year 6 (6 girls)</p> <p>Year 7 (7 boys)</p> <p>Year 8 (5) boys</p> <p>Year 7 (4 girls)</p> <p>Year 8 (2 girls)</p>	
<p>Continue to develop our localised curriculum as an authentic and engaging</p>	May2023	Dec 2023	SLT Whaea	\$400 koha	Satisfaction survey for students/staff and community members	

context for core curriculum areas <ul style="list-style-type: none"> ● Make a start on histories curriculum in 2023. ● Hui where community aspirations are gathered ● Make connection with June Pitman ● Terenga Paraoa marae visits, Whaea Pera ● Hangi ● Local trips e.g. history/enviro 			Pera Kaumatua Deanna June MOE PLD application later in year	\$350 per day June (\$1000 per year) marae \$400 per day (\$1200 per year)	Combine hui with kapa haka performances both at school and at Pataua Evidence in planning	
PLD re: STEAM/Science Boxes/Digi Tech - tools and contexts for student engagement and inquiry	Feb 2023	Dec 2023	WST Dani Jolly H.O.S.	Staff mtgs,TOD, ldr release	Minimum of termly STEAM, 'Science Box', Digi Tech experiences for students - tools and contexts. Student Survey/feedback	

Implementation Plan for Goal 2: Grow Learner Engagement						
Initiative 1: Support Student wellbeing, including embedding Relationships and Sexuality Education						
Overall Initiative Measures: Student voice indicates they feel respected, valued and see school as a positive place for them.						
Actions	Start	End	Who?	\$/time	Action Measure	RAG status
Continue to support student/staff wellbeing by: <ul style="list-style-type: none"> ● Embed RSE - 2 year plan ● Sharing wellbeing programs with each other + Life Ed ● Consider a calm space within classrooms/breakout spaces. ● COL hub wellbeing PLD ● Encourage staff socials 	Feb 2023	Dec2023	SLT, Team Leaders, Learning Support team	3 staff meetings per year COL after school staff meetings Consumabl	Student wellbeing survey show positive results - Qs include being respected, valued and seeing school as a positive place for them.	

<ul style="list-style-type: none"> Staff review of Behaviour and Consequences procedures - share with students and whānau 				es for staff (\$400)		
Engagement of students through multiple initiatives, including: <ul style="list-style-type: none"> Co-construction, power sharing, localised curriculum, Feed Back & Feed Forward 	Feb 2023	Dec2023	SLT, Team Leaders, Class teachers	Multiple Staff meetings	See survey note above	

Implementation Plan for Goal 3: Grow Community Engagement						
Initiative 1: Strengthen connections with school whānau						
Overall Initiative Measures: Parents are involved in school; the relationship between school and home is supportive and respectful.						
Actions	Start	End	Who?	\$/time	Action Measure	RAG status
Grow parental and community engagement by: <ul style="list-style-type: none"> Hui Comms Gala Hangi & Matariki volunteers for Camps and trips Support PTA events Kapa Haka performances 	Feb 2023	Dec2023	SLT, Office Team, BOT, Penny, Team Leaders	Principal meet with Whaea Pera, Kaumatua, Penny Staff Meetings	Timely communications from Principal, Office Team, Team Leaders. Parents and Whānau are consulted on key issues. Māori community reported to re: Māori achievement.	

Implementation Plan for Goal 4: Develop an inspiring school environment						
Initiative 1: Maximise resources available to improve grounds & facilities for students and staff						
Overall Initiative Measures: Multiple improvements to the school environment, providing richer or safer outdoor settings for students to enjoy.						
Actions	Start	End	Key Lead Person	\$/time	Action Measure	RAG status
Recruit Key Staff <ul style="list-style-type: none"> ● Caretaker ● Cleaner 	Jan 2023	Feb 2023	Principal, Administrator	\$400 ads + interviews + contracts	High quality Caretaker and Cleaner(s) recruited.	
Complete Building Projects within budgets <ul style="list-style-type: none"> ● Pump Track ● Pool Seating ● Shade Senior Playground ● Shade Structure by Pool ● Waharoa ● Reclaim ground for Outdoor Classroom 	Jan 2023	July 2023	Principal, Avail Pacific as Project Managers	Within MOE/School capital budget	Projects completed, students and community engaged with facilities.	
School-wide Enviroschool Practices <ul style="list-style-type: none"> ● Enviroschool People, Place, Practices matrix self-assess ● Create new Outdoor 'Classroom' 	Mar 2023	Dec 2023	Jess, Fran	unit(s) + release + Staff Meets	A select number of key sustainability areas identified by Enviro Team, support from students and staff: e.g. litter, power. Outdoor classroom used by students as a 'learning' space.	
Enhance Outdoor Areas <ul style="list-style-type: none"> ● Develop sensory pathways ● Create large murals to capture local history/themes/values ● Friendship bench 	June 2023	Dec 2023	SLT, Jess, PTA		Students either interact with or create pathways, murals, bench.	

SLT=Senior Leadership Team; WST=Within School Teachers; MOE=Ministry of Education; COL= Community of Learning aka Kahui Ako; BOT=Board of Trustees

BOARD OF TRUSTEES REPORTING & REVIEW SCHEDULE FOR 2023

[Link to 3 year rolling policy review](#)

Meetings	31/01/2023	22/02/2023	29/03/2023	17/05/2023	21/06/2023	9/08/2023	13/09/2023	1/11/2023	06/12/2023
Policy Review		Board Member Register Charter/Strategic Plan/Work Plan Delegations List. B1: Board Roles & Responsibilities	D3: Personnel	B4: Conflict of Interest	C4: Concerns and Complaints Process: Board complaints checklist D9: Concerns & Complaints	D12. Tiriti o Waitangi	D10: Enrolment Scheme		C5: Internal Evaluation Process: Board self assessment checklist
Curriculum Review		2022 EOY data (see AOV & Charter)		EOTC	STEAM & Digi Tech	Reading and Writing	Mathematics	Localised Curriculum	
Strategic Focus	Initial look at draft 2023 Charter Elect Chair	Charter, Annual Plan AOV	Property Management Annual Report	<ul style="list-style-type: none"> ● Assessment data & analysis shared at mid and EOY ● Ongoing progress of initiatives in annual plan to achieve Strategic Goals of: <ul style="list-style-type: none"> ○ Grow high quality staff; learner engagement; community engagement & develop an inspiring environment. 					<ul style="list-style-type: none"> ● EOY 'headline' data ● Draft Budget 2024

***PARUA BAY SCHOOL PLANNED INTERNAL EVALUATION (IE) 2023** (Other IEs may be added in response to needs arising during the year)

Terms	Week 1	Week 3	Week 5	Week 7	Week 9
1			Co-construction, Feedback/Feedforward	Te Reo & Tikanga provision	Localised curriculum experiences incl Camps
2	Power Sharing with students	Maths provision for students in your team	Reading successes	Authentic Writing successes	Teacher self assessment Assessment & Moderation
3	Outcomes for Māori students in your team	Community engagement, incl. SLCs	Maths provision for students in your team	Health Ed provision, incl: RSE/PE/Life Ed	STEAM/Science/ Digi Tech & student engagement
4				Assessment, Moderation & Reporting to Parents	Outcomes for Māori students in your team

*Self review/Internal Evaluation is carried out in several contexts, including in Collaborative Teams (syndicates). Self review is shared with the Senior Leadership Team (SLT) who monitor and adjust school actions, if required, to achieve overall strategic goals. Internal Evaluation is shared with the BOT via the Principal's Report during Board of Trustee meetings.

NATIONAL EDUCATION & LEARNING PRIORITIES (NELPs)

Government has set the following **objectives** and *priorities* for the education system of New Zealand in accordance with the Education and Training Act 2020. NELPs have replaced the 'NEGs' and 'NAGs' from 1st January 2023. NELPs inform the role of Parua Bay School and the Board of Trustees:

NELP 1 - Learners at the centre -

- *Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying;*
- *Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.*

NELP 2 - Barrier free access -

- *Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs;*
- *Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.*

NELP 3 - Quality teaching and leadership -

- *Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning;*
- *Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.*

NELP 4 - Future of learning and work -

- *Collaborate with industries and employers to ensure learners/ākongā have the skills, knowledge and pathways to succeed in work.*